

Preschoolers: An Annotated Bibliography

A selected listing of titles available on this topic from the
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Books

Already Ready: Nurturing Writers in Preschool and Kindergarten. Katie Wood. (2008). Portsmouth, NH: Heinemann. *Already Ready* shows you how, by respecting children as writers engaged in bookmaking, you can gently nudge them toward a lifetime of joyful writing.

The Anti-Bullying and Teasing Book for Preschool Classrooms. Merle Froschl. (2005). Beltsville, MD: Gryphon House, Inc. Teasing and bullying can affect a child's learning, physical health, and emotional well-being. *The Anti-Bullying and Teasing Book* uses activities, the classroom environment, and family involvement to develop empathy in children and create a climate of mutual respect in the classroom. With over 40 activities that focus on controlling teasing and bullying by cultivating friendship, community, and positive feelings, teachers of young children can create an environment in which all children feel safe, comfortable, and welcome.

Assessing Preschool Literacy Development: Informal and Formal Measures to Guide Instruction. Billie J. Enz and Lesley Mandel Morrow. (2009). Chicago: International Reading Association. Assessment is an essential component of all high-quality preschool programs. In this book, preschool teachers and administrators will find explicit guidance in creating and using assessment tools to account for student learning and adapt instruction to children's individual needs. This book shows you how to effectively plan, manage, and share data with administrators, parents, and the community. Professional development guidelines accompany each chapter, and supplemental resources on working with diverse families are also provided.

Bubbles, Rainbows, and Worms: Science Experiments for Preschool Children. Sam Ed. Brown. (2004). Beltsville, MD: Gryphon House. With age-appropriate activities and up-to-date science information, this book contains easy experiments with plants, the environment, air, water, and the senses. Each activity answers the questions: Why did that happen? Why does it work that way? What will happen if...? Children can plant their own garden, make clouds, or hunt for animals and insects as they explore basic scientific principles.

Building a HighScope Program: Head Start Preschool Programs. Karen Rush. (2008). Ypsilanti, MI: HighScope Educational Research Foundation. Are you implementing the HighScope approach in your Head Start program? This book offers insights, ideas, and practical strategies for using the HighScope curriculum in your Head Start classroom. Among these ideas are creating a flexible daily routine, conducting effective small-group times, handling daily team planning, and including families as well as community partners in your program.

California Preschool Curriculum Framework, Volume 2. California Department of Education. (2011). Sacramento: Author. This book includes the domains of visual and performing arts, physical development, and health. This companion publication to the California Preschool Learning Foundations, Volume 2, gives guidance to teachers about strategies for arranging the environment, selecting materials, and planning adult-led and child-initiated learning experiences that optimize children's development, learning, and overall well-being.

California Preschool Curriculum Learning Foundations, Volume 2. California Department of Education. (2011). Sacramento: Author. The California Learning Foundations, Volume 2, focuses on the domains of visual and performing arts, physical development, and health.

The Coach's Guide to the Creative Curriculum for Preschool: A Step-by-Step Resource for Individualized Professional Development. Cate Heroman. (2009). Washington, DC: Teaching Strategies, Inc. Research confirms that ongoing professional development is key to implementing a high-quality curriculum. This powerful tool shows you, the coach, how to individualize your support of teachers as they implement *The Creative Curriculum for Preschool*. You will be able to help all of your teachers become more effective, whether they are new to their jobs, or master teachers with years of experience. *The Coach's Guide* includes strategies for individualizing your approach with teachers at three levels of curriculum implementation: beginning, progressing, and refining, task lists to help you start the coaching year off well, specific help for teachers who are beginning to implement *The Creative Curriculum for Preschool*, including complete plans for the first two weeks of school, observation checklists, A CD-ROM of appendix materials, and sample messages to teachers.

The Creative Curriculum for Preschool, Volume 1: The Foundation. Diane Trister Dodge, et al. (2010). Washington, DC: Teaching Strategies. *Volume 1: The Foundation* presents the theory and research behind the curriculum, helps teachers translate them into practice, and explains the five components of teaching preschool children effectively.

The Creative Curriculum for Preschool, Volume 2: Interest Areas. Diane Trister Dodge, et al. (2010). Washington, DC: Teaching Strategies. *Volume 2: Interest Areas* discusses the 10 classroom interest areas and the outdoors, suggesting appropriate materials and presenting teachers with ways to promote children's development and learning.

The Creative Curriculum for Preschool, Volume 3: Literacy. Cate Heroman and Candy Jones. (2010). Washington, DC: Teaching Strategies. *Volume 3: Literacy* gives teachers the latest research-based strategies for supporting early literacy learning, helping them to teach intentionally and incorporate language and literacy learning into everyday classroom experiences.

The Creative Curriculum for Preschool, Volume 4: Mathematics. Diane Trister Dodge, et al. (2010). Washington, DC: Teaching Strategies. *Volume 4: Mathematics* explains the components and process skills of mathematics and provides teachers with practical strategies for promoting mathematics learning throughout the day.

The Creative Curriculum for Preschool, Volume 5: Objectives for Development and Learning. Cate Heroman et al. (2010). Washington, DC: Teaching Strategies. *Volume 5: Objectives for Development and Learning* presents the 38 objectives for development and learning; user-friendly, color-coded developmental progressions that show widely-held expectations for children; and strategies to help every child progress.

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, 3rd Ed. Sue Bredekamp (Ed.). (2009). Washington, DC: National Association for the Education of Young Children. Since the first edition in 1987, NAEYC's book, *Developmentally Appropriate Practice in Early Childhood Programs*, has been an essential resource for the early child care field. Now fully revised and expanded, the 2009 version comes with supplementary CD containing readings on key topics, plus video examples showing developmentally appropriate practice in action. Based on what the research says about development, learning, and effective practices, as well as what experience tells us about teaching intentionally, DAP articulates the principles that should guide our

decision making. Chapters describe children from birth through age eight in detail, with extensive examples of appropriate practice for infant/toddler, preschool, kindergarten, and primary levels.

Early Literacy in Preschool and Kindergarten. Janice J. Beaty. (2003). Columbus, OH: Prentice-Hall. Based on theories of naturally emergent literacy, this book examines ways to create a literacy-friendly learning environment, using music and art as natural languages, and even strengthening finger muscles for writing through other hands-on activities. A three-part division of early literacy content—emergent speaking, emergent writing, and emergent reading—devotes three chapters to each section.

Educating Young Children: Active Learning Practices for Preschool and Child Care Programs. Mary Hohmann. (2008). Ypsilanti, MI: HighScope Educational Research Foundation. This book presents a comprehensive, up-to-date description of the HighScope Curriculum, a model for developing high-quality early childhood programs that encourage and support children's initiatives and active learning experiences.

Engagement of Every Child in the Preschool Classroom. Robin A. McWilliam and Amy M. Casey. (2008). Baltimore: Brookes. How engaged are your students? Making some simple adjustments in the classroom environment could be the key to increasing children's levels of active engagement and preventing behavior problems caused by restlessness and boredom during transitions between activities. This book offers a strong, evidence-based approach to promoting engagement in preschoolers.

Essentials of Active Learning in Preschool. Ann S. Epstein. (2007). Ypsilanti, MI: HighScope Educational Research Foundation. This user-friendly guide presents a comprehensive introduction to the HighScope Preschool Curriculum, covering theory, teaching practices, curriculum content, assessment, and training. This practical guide to implementing HighScope's active learning approach has an appealing format that includes examples, checklists, teacher anecdotes, and hands-on exercises. Whether you are planning to adopt the HighScope curriculum, or are just looking for information on what it takes to have a successful active learning environment, this book is a must-have for all early childhood administrators and educators and students preparing to enter the field.

Family Child Care Curriculum: Teaching through Quality Care. Sharon Woodward. (2011). St. Paul, MN: Redleaf Press. Develop a curriculum for your family child care program that incorporates best practices and activities appropriate for the mixed ages of children in your care. Each age-specific unit includes information on developmental domains and milestones, learning areas, age-appropriate activities and outcomes, daily schedules, and letters to families. The book discusses topics such as learning and brain development, reading with children, the importance of play, water and product safety, food allergies, and emergency evacuations, and ideas for activities and games.

Great Preschools: Building Developmental Assets in Early Childhood. Tamara J. Will. (2007). Minneapolis: Search Institute Press. This practical, easy-to-use guidebook, complete with handouts on CD-ROM, provides preschool parents and educators with information and a plan to promote healthy development in a body-and mind-nurturing environment. Explanations on what young children need from their families, teachers, and caregivers teach adults how to help preschoolers develop the social, mental, and emotional competencies they need to succeed and thrive. Reproducible handouts make it easy to add fresh ideas and content to your curriculum, and the many activity ideas offer new interpretations of familiar songs, books, games, and art projects.

Descriptions in this annotated bibliography have been provided by the vendors and publishers.

How to Handle Hard-to-Handle Preschoolers: A Guide for Early Childhood Professionals. Maryln Appelbaum. (2009). Thousand Oaks, CA: Corwin Press. This book illustrates strategies for managing behavioral challenges and helping young children learn positive behavior, emotional skills, problem solving, and how to succeed in class and everyday life.

Learning About Print in Preschool. Dorothy Strickland and Judith Schickedanz. (2004). Newark, DE: International Reading Association. The authors explain what children need to know about print in order to become successful readers, how to connect children's development with learning about print, and how to provide a print-rich environment. The book also offers strategies for helping your preschoolers learn about concepts of print, phonemic awareness, and alphabet knowledge.

Learning to Listen, Listening to Learn: Building Essential Skills in Young Children. Mary Renck Jalongo. (2008). Washington, DC: National Association for the Education of Young Children. From the very beginning of a child's life, effective listening includes becoming aware, focusing, selecting cues from the environment, and filtering out distractions. And in the preschool years, children are ready to learn a lot more about becoming good listeners. Yet, very few teachers have had specific preparation for actually teaching children how to listen. *Learning to Listen, Listening to Learn* provides clear, research-based guidance to help teachers set young children's listening behaviors on the right path, as well as reassess their own listening skills.

Lessons for Literacy: Promoting Preschool Success. Harlan S. Hansen and Ruth M. Hansen. (2010). St. Paul, MN: Redleaf Press. *Lessons for Literacy* is a comprehensive program with successful strategies to help children develop important early literacy skills such as vocabulary usage, rhyming, and letter recognition. Included is an overview of early literacy, pre-assessment checklists and tools to document progress, classroom essentials to help you identify and shape children's basic skills, information on using music for literacy development, strategies for working with families, twenty-eight lesson activities, and blackline masters.

Let's Be Friends: Peer Competence and Social Inclusion in Early Childhood Programs. Kristen Mary Kemple. (2004). New York: Teachers College Press. This book describes methods of support and intervention that teachers can use to create social inclusion in preschool and the primary grades.

A Mandate for Playful Learning in Preschool: Presenting the Evidence. Kathy Hirsh-Pasek. (2009). New York: Oxford University Press. Four distinguished scholars speak out about the importance of play and playful learning in young children's lives. While the benefits of early education are clear, and on the agenda of policymakers around the country, the research shows that pedagogy in preschool education really matters.

Me, You, Us: Social-Emotional Learning in Preschool. Ann Epstein. (2009). Ypsilanti, MI: HighScope Educational Research Foundation. Social-emotional learning is key to every child's ability to manage feelings and to interact successfully with others. This book covers 11 separate topics of social-emotional learning from developing a positive self-identity to creating a democracy, and offers numerous teaching strategies and suggestions for professional development. Drawing on extensive research and discussion from the early childhood field, this book helps the thoughtful educator chart a path for young children to develop the social-emotional skills they need to succeed in school and in life.

More than Letters: Literacy Activities for Preschool, Kindergarten, and First Grade. Sally Moomaw. (2001). Beltsville, MD: Gryphon House. *More than Letters* contains innovative ways to nurture children's interest in basic literacy. It includes dozens of engaging ideas for creating a literacy-rich classroom.

A Parent's Guide to Preschool. Diane Trister Dodge. (2002). Washington, DC: Teaching Strategies. Parents ask, "What is my child actually learning in preschool? And what can I do at home to help?" This beautifully illustrated booklet helps parents learn how to partner with teachers to help their children acquire the skills, attitudes, and habits to do well in school and throughout life.

Play, Projects, and Preschool Standards. Gera Jacobs. (2007). Thousand Oaks, CA: Corwin Press. Teachers today are often challenged by and concerned about the expectations in states' early learning standards. In this book, the authors tackle these concerns head-on, providing teachers with plenty of lively, creative ideas to develop children's genuine curiosity while building the skills they'll need to succeed in kindergarten and beyond. In inviting, informal language, the authors walk readers through the creation of well-planned projects and activities that both capture children's interest and enhance social and pre-academic development.

Playful Reading: Positive, Fun Ways to Build the Bond between Preschoolers, Books, and You. Carolyn Munson-Benson. (2005). Minneapolis: Search Institute. *Playful Reading* emphasizes early literacy skills, reading for pleasure, and the eight asset categories as ways to create memorable moments between children and the adults who read to them.

A Practical Guide to Solving Preschool Behavior Problems. Eva Essa. (2003). Clifton Park, NY: Delmar. This guide is a reference manual and tool in one for helping change children's common misbehaviors in the preschool setting. Teachers, caregivers, and parents will find the answers they need to typical, yet often complex, behaviors. Behaviors addressed include baby talk, biting, clinging, name-calling, noncompliance, pouting, seeking attention, shouting, tearing books, and whining.

The Pre-K Debates: Current Controversies and Issues. Edward Zigler, Walter S. Gilliam, and Steven W. Barnett. (2011). Baltimore: Brookes. As more young children gain access to pre-kindergarten programs, the issues surrounding its implementation are being hotly debated. Edited by a founder of Head Start and two other highly respected experts, this book brings forth leading thinkers in early childhood education to tackle today's most urgent pre-k debates and explore each one from all sides.

Preschool Activities for Family Child Care. Suzanne Gainsley and Julie Hoelscher. (2010). Ypsilanti, MI: HighScope Educational Research Foundation. *Preschool Activities for Family Child Care* includes 40 activities that help you support the development of children between the ages of 2 ½ and 5 throughout the day. Each activity includes an explanation of what the children are learning and why it is important for their development. Outlined with a beginning, middle, ending, and materials list, the activities are easy to follow and implement and use simple materials available in any home. In addition, this book includes recipes and how-to guides for making commonly used preschool materials, including play dough, picture books, puzzles, and sand timers.

Preschool Art: Clay and Dough. MaryAnn Kohl. (2001). Beltsville, MD: Gryphon House. *Preschool Art: Clay and Dough* provides 50 ways to create with play dough, tissue Mache, yeast dough, peanut butter dough, and more.

Preschool Art: Collage and Paper. MaryAnn Kohl. (2001). Beltsville, MD: Gryphon House. *Preschool Art: Collage and Paper* provides 50 ways to create with paper, feathers, buttons, and other easy-to-find material.

Preschool Art: Drawing. MaryAnn Kohl. (2001). Beltsville, MD: Gryphon House. *Preschool Art: Drawing* provides 50 ways to create with chalk, crayons, stencils, textures, and more.

Preschool Classroom Management: 150 Teacher-Tested Techniques. Laverne Warner. (2004). Beltsville, MD: Gryphon House. *Preschool Classroom Management* encourages positive interactions and relationships with children and offers ways to help children develop into independent individuals who can control their emotions, make positive decisions, and learn effectively.

Preschool Health and Safety Matters. Jody Martin, (Ed.). (2011). Silver Spring, MD: Gryphon House. This easy-to-use manual provides educators with the information they need to ensure that the children in their care are safe, while they learn the best practices to stay healthy for life. With suggestions, ideas, activities, and ways to involve families at home, *Preschool Health and Safety Matters* covers topics such as hygiene, injury prevention, mental health, diversity, nutrition, and safety.

Preschool Math. Bob Williams. (2005). Beltsville, MD: Gryphon House. *Preschool Math* is organized by curriculum area, making it easy to integrate the activities into daily plans. It encourages teachers to use children's natural curiosity and interests through a variety of activities. Each activity relates to the guidelines set by the National Council of Teachers of Mathematics.

The Preschool Photo Activity Library. Pam Schiller. (2008). Beltsville, MD: Gryphon House. Develop language and pre-literacy skills with preschool children using these beautiful four-color photo cards and accompanying activities. Organized into seven theme areas, each of the 64 cards has a photograph that sparks children's natural curiosity. The back of each photo card features a vocabulary list, suggested activities, questions to engage children in conversations, the American Sign Language sign, Spanish vocabulary, and recommended children's books. This teaching tool is compatible with any curriculum.

Preschool Readers and Writers: Early Literacy Strategies for Teachers. Linda Ranweiler. (2004). Ypsilanti, MI: HighScope Educational Research Foundation. *Preschool Readers and Writers* presents research-based, classroom- tested practices for bringing the magic and joy of reading to young children. Explaining both the whys and how's of early learning, this guide focuses on eight key dimensions of early literacy identified by professional organizations in the reading and early childhood fields. Topics include oral language; word play; reading aloud and storytelling; early reading and writing; alphabet learning; print awareness; promoting of literacy during children's play; assessing early literacy; and literacy-related parent involvement.

The Promise of Pre-K. Robert C. Pianta and Carolee Howes. (2009). Baltimore: Brookes. This book provides in-depth examination of the current research and best practices in preschool programs. Specifically, the book explores successful state-funded programs in Georgia, Louisiana, Maryland, New York and North Carolina. The book is broken down into two sections, "National Level Concerns" and "Implementation at the State Level."

Real Science in Preschool: Here, There, and Everywhere, Teacher's Idea Book Series. Polly Neill. (2008). Ypsilanti, MI: HighScope Educational Research Foundation. This book shows you how authentic, hands-on science learning takes place every day throughout the classroom as well as outdoors. Introductory chapters provide an overview of early science learning and supportive adult-child interactions, while later chapters take you on a tour of classroom interest areas to find the science learning going on there and to consider strategies and materials that encourage children's ideas. The book also includes information on creating science-related group-time activities based on children's interests and templates for developing your own group-time activities.

Skill Building Journal: Caring for Preschool Children, 3rd Ed. Derry G. Koralek. This book shows you how authentic, hands-on science learning takes place every day throughout the classroom as well as outdoors. Introductory chapters provide an overview of early science learning and supportive adult-child interactions, while later chapters take you on a tour of classroom interest areas to find the science learning going on there and to consider strategies and materials that encourage children's ideas. Also includes information on creating science-related group-time activities based on children's interests and templates for developing your own group-time activities.

The State of Preschool, 2010. Steven W. Barnett. (2011). New Brunswick, NJ: National Institute for Early Education Research. The annual survey of state-funded preschool programs shows a slowdown in progress in all three key dimensions—enrollment, quality standards, and resources. This is a reflection of the impact of the recession, which not only has detrimental effects on young children, but also hinders early education opportunities that may buffer these negative effects.

Teachable Transitions. Rae Pica. (2003). Beltsville, MD: Gryphon House. Filled with movement activities, games, finger plays, chants and songs, *Teachable Transitions* offers a variety of ways for your preschoolers to move through their day. Organized by categories such as arrival, outside, snacks and lunch and cleanup, each transition will hold the children's attention as they go from one activity to the next.

Teacher's Idea Book 6: Math in the Preschool Curriculum (I'm Older than You, I'm Five). Ann S. Epstein. (2001). Ypsilanti, MI: HighScope Educational Research Foundation. This book presents 50 early math activities that meet these needs for preschoolers. The activities build on children's natural interests and offer children the time and freedom to construct and reflect on math ideas. Teachers can use these step-by-step activities throughout the day, using common, everyday materials. Aligned with the early childhood standards of the National Council of Teachers of Mathematics (NCTM), the activities in this book will help children gain competence in these early math key experiences: classification, similarities and differences, seriation, numbers, counting, matching, space, positions, time/duration, and predictability and sequence.

Teaching Four-Year-Olds: A Personal Journey. Carol B. Hillman. (2010). Redmond, WA: Exchange Press. What does every young child need to be a well-adjusted, happy person? From Carol Hillman's years of experience and wisdom comes the answer: Help each child discover a world where play, creative freedom, self trust, and personal responsibility open the child's mind and heart to the excitement of learning and the enjoyment of sharing it with others.

Teaching and Learning in Preschool: Using Individually Appropriate Practices in Early Childhood Literacy Instruction. Elizabeth Venn. (2004). Newark, DE: International Reading Association. This book presents an innovative preschool framework that integrates literacy activities into content area lessons while embedding instruction within adult-child social interactions and realistic, playful activities tailored to each child's individual needs.

Teaching Mathematics in Early Childhood. Sally Moomaw. (2011). Baltimore: Brookes. With this core early childhood textbook, current and future educators will discover how to teach critical math concepts to preschool and kindergarten students while meeting national standards for mathematics education. This accessible textbook gives readers a solid theoretical understanding of math concepts and standards and the guidance the need to create and implement their own lessons.

They Don't Like Me: Lessons on Bullying and Teasing from a Preschool Classroom. Jane Katch. (2003). Boston: Beacon Press. *They Don't Like Me* is a fascinating look into the social lives of children and a book for teachers and parents trying to understand how to prevent exclusion. Why does a child, just becoming aware of the existence of the group, feel such a strong need to keep another child out? The author watches her young class form exclusionary groups and tells what happens as she intervenes.

Touchpoints Three to Six. T. Berry Brazelton. (2001). Reading, MA: Addison-Wesley. *Touchpoints Three to Six* shows parents how to apply Dr. Brazelton's internationally renowned approach to the "magic" years—from preschool through first grade. Together with child psychiatrist Joshua Sparrow, he interprets the desires, fears, struggles, dreams, and triumphs of these years with great empathy and humor, while also showing his characteristic compassion for the parents' point of view.

Understanding Preschooler Development. Margaret B. Puckett. (2007). St. Paul, MN: Redleaf Press. *Understanding Preschooler Development* is one in a series of three practical, easy-to-read child development handbooks adapted from *The Young Child*, a textbook used in academic programs nationwide. Written for child care providers in any setting, each book focuses on a specific age group and provides a complete overview of key theories and research on child development.

Using Children's Literature in Preschool. Lesley Mandel Morrow. (2004). Newark, DE: International Reading Association. Reading aloud to young children is a critical aspect of their social, emotional, and intellectual development. This book will help you create a rich literature environment for fostering your preschoolers' reading comprehension.

What to Do When: Practical Guidance Strategies for Challenging Behaviors in the Preschool, 6th Edition. Eva Essa. (2003). Clifton Park, NY: Delmar Learning. *What to Do When* is a reference intended to help professionals work effectively with young children whose behaviors are challenging. It begins with a series of chapters that provide developmentally appropriate guidelines for working with challenging behaviors. Included is discussion of a range of guidance techniques and their theoretical underpinnings; consideration of why children misbehave; exploration of effective preventive techniques through setting up an inviting and supportive environment; discussion of children with special needs; and a focus on the importance of working with parents. Each chapter presents a step-by-step approach to changing such behaviors to more socially appropriate ones. A CD-ROM contains additional resources including guidelines for careful observation and record keeping, scenarios for use in practicing applying the techniques presented in the book, and a listing of books, articles, and Web sites for further study.

Descriptions in this annotated bibliography have been provided by the vendors and publishers.

Writing in Preschool: Learning to Orchestrate Meaning and Marks. Judith A. Schickedanz. (2004). Newark, DE: International Reading Association. This detailed examination of writing in the preschool years covers the development from scribble to script, from letter strings to real words, and from simple to detailed messages. It describes how adults can identify and build the various strands of knowledge and skills that must come together for young children to understand how print works. The authors share many samples of children's writing, as well as specific strategies providing support for children's writing.

You Can't Come to My Birthday Party! Betsy Evans. (2002). Ypsilanti, MI: HighScope Educational Research Foundation. Children's conflicts over toys, space, and friendship create many challenges for teachers and parents. This book presents a six-step mediation process adults can use to support young children at these tense and emotional times. It includes more than 50 actual stories of conflict experiences from preschools, nursery schools, Head Start centers, elementary schools, and homes. Through these stories and the accompanying photos of conflict resolution in action, readers can "see and hear" real children resolving disputes successfully, guided by adults using a six-step process. Using this book as a guide, teachers and parents will have the strategies in hand to make the most of these valuable learning opportunities, whether the children they are caring for are toddlers, preschoolers, or school-aged children.

Young Investigators: The Project Approach in the Early Years, 2nd Ed. Judy Harris Helm and Lilian Katz. (2011). New York: Teachers College Press. This book has been updated and expanded to help teachers use the project approach in child care centers, in preschools, and in kindergarten, 1st grade, and early childhood special education classrooms. For those new to using projects, the book introduces the approach and provides step-by-step guidance for conducting meaningful projects. Experienced teachers will find the teacher interviews, children's work, photographs (including full color), and teacher journal entries used to document the project process in actual classrooms very useful.

CD-ROM

Child Care in Action: Preschool. This product provides information specific to preschool-age care, development, and program management. Users will feel as though they are being personally coached by a child care expert. The interactive CD-ROM combines text, video, interactive testing, and games. Produced by Sara McCormack Hoffman and distributed by Thomson Delmar Learning, Inc. 2005.

DVD-ROM

Developmentally Appropriate Practice: A Focus on Intentionality and on Play. This DVD-ROM features the video segments from NAEYC's two online programs—*DAP and Intentionality* and *DAP and Play*—produced by NAEYC with the 2009 release of the third edition of *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*. This DVD-ROM is designed as a resource for group training sessions and courses on DAP. Each video includes presentations from practitioners and other experts in the field and scenes depicting developmentally appropriate practice in action—in classrooms for infants, toddlers, preschoolers, kindergartners, and primary grade children. *DAP and Intentionality* addresses ways in which teachers intentionally use a variety of learning formats and teaching strategies to support children's learning. *DAP and Play* focuses on the characteristics and types of play and the teacher's role in supporting high-level play. Also included are PDF versions of handouts for each video which highlight the key messages of the programs. National Association for the Education of Young Children. 2009.

The New Developmentally Appropriate Practice Since the first edition in 1987, NAEYC's book *Developmentally Appropriate Practice in Early Childhood Programs* has been an essential resource for the early child care field. Now fully revised and expanded, the 2009 version comes with a supplementary CD with readings on key topics, and video examples showing developmentally appropriate practice in action. Based on what the research says about development, learning, and effective practices, as well as what experience tells us about teaching intentionally, *DAP* articulates the principles that should guide our decision making. National Association for the Education of Young Children. 2009.

DVDs

Better Kid Care: Is Block Play Really Important? This program describes the characteristics of each stage of block play for toddlers, preschoolers, and school-age children. It shows ways that childcare providers can enhance block play and how to handle problems between children in the block area. Produced and distributed by Better Kid Care at Penn State University. 75 minutes, 2011.

The Creative Curriculum for Preschool in Action/El Currículo Creativo Para Educación Preescolar ¡en acción! This new DVD provides an in-depth examination of *The Creative Curriculum® for Preschool* and shows how teachers use *The Creative Curriculum* to guide their thinking and decision making about teaching and learning. After a brief introduction from Diane Trister Dodge, eight 10 to 20-minute segments delve into the learning environment, a day in the life of *The Creative Curriculum* preschool classroom, intentional teaching in prekindergarten, planning for literacy, planning for mathematics, integrating learning through studies, using *The Creative Curriculum Developmental Continuum for Ages 3-5* to observe and assess children's learning, and building partnerships with families. Filmed in a variety of Head Start and child care settings, each segment is ideal for use at parent workshops and for ongoing teacher study groups. Bonus material: The classic 1988 *The Creative Curriculum Video* is included in its entirety on a bonus disc. Teaching Strategies, Inc., 2007.

Feeding with Love and Good Sense II. Compelling videos of real parents and real children show what to do and not to do with feeding. The DVD contains four 15-20-minute segments featuring children of different age groups: the infant, the transitional child, the toddler, and the preschooler. Each section contains vignettes of five to ten families.

Rearview Mirror: Reflections on a Preschool Car Project. The Project Approach is demonstrated in this video documentation about a preschool class that explored an automotive laboratory, documented what they saw, and then created their own car. The program is hosted by master teacher, Sallee Beneke, and Lilian Katz, professor of early childhood education at the University of Illinois. University of Illinois Clearinghouse on Early Education and Parenting, 2004.

Relationships: The Key to Teaching and Learning in the Early Years. This documentary portrays a philosophy and approach to early childhood education that supports children's emotional, social, and cognitive skills. Illustrating the relationship-based approach used at The Little School in San Francisco, this DVD shows teachers and children in action, as ideas and concepts play out in the actual life of a busy classroom. Produced and distributed by Redleaf Press. 90 minutes, 2004.

Room Arrangement as a Teaching Strategy. A well-ordered classroom promotes learning, helps build a classroom community, and frees teachers to observe and interact with children in positive ways. The classroom environment can convey powerful messages to children—this is a good place to be, you belong here, this is a place you can trust, there are places where you can be by yourself when you want to, you can do things on your own here, this is a safe place to explore and try out your ideas. This DVD presents concrete ideas for arranging preschool classrooms to communicate these messages purposefully. An accompanying booklet includes workshops to use as you show the DVD to staff and families. This DVD includes the program in both English and Spanish. Teaching Strategies, 2003.

Small-Group Times for Active Learners. Small-group time brings children and adults together in consistent groupings for hands-on activities based on children's interests and developmental levels. This part of the daily routine gives children a chance to explore a diverse range of ideas and materials in a safe environment with a supportive adult. As you watch this program, you will see a wide variety of small-group-time activities and the strategies teachers use to support and build on children's learning. In extended sequences, you will see a teacher at the HighScope Demonstration Preschool introducing small-group activities to the children in the classroom and participating with the children using a variety of adult-child interaction strategies. HighScope Educational Research Foundation, 2007.

A World Full of Language: Supporting Preschool Early Learners/Un mundo lleno de lenguaje: Como apoyar a los niños que aprenden inglés al nivel preescolar. This DVD and accompanying guidebook, *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning*, in English and Spanish, provide information on how young children acquire English as a second language. Research-based strategies are featured for teachers to support English learners. The DVD is closed-captioned and formatted so that viewers can see it in its entirety or in sections.

Esta guía de DVD y de acompañamiento, *Preescolar Estudiantes de Inglés: Principios y prácticas para promover el idioma, la alfabetización y el aprendizaje*, en Inglés y Español, proporcionar información sobre cómo los niños adquieren Inglés como segunda lengua. Estrategias basadas en la investigación se presentan para que los maestros apoyen a los estudiantes Inglés. El DVD tiene subtítulos y el formato para que los espectadores puedan verla en su totalidad o en partes.

Descriptions in this annotated bibliography have been provided by the vendors and publishers.